

Healthy bodies: Participants identify elements that make a healthy body (ex: food, exercise, safety, sleep, healthy mind); participants think of ways to make their own bodies healthy.

Lesson Plans:

- 1) Exercise Ideas
- 2) Exercise: Yoga Class
- 3) Nutrition and Food
- 4) Alcohol and Drugs
- 5) Puberty and Sex Education

Lesson: Exercise Ideas

ESSENTIAL QUESTIONS: How can exercise help maintain a healthy body? What can our bodies do?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants participate in a physical activity such as a dance class, an outdoor physical activity, or circuit training exercise.

SUMMARY OF THE ISSUE: Physical activity promotes healthy bodies and minds, building **strength and producing endorphins, which make you naturally feel good. Additionally, “the sports environment provides girls with experiences of teamwork, goal-setting, positive adult mentoring and leadership training, as well as a ready-made social support system (Women’s Sports Foundation i).** Ideas for physical exercise activities include: walking, dance, gymnastics, karate, hiking, Frisbee, basketball, softball/baseball, kickball, football, soccer, volleyball, badminton, weight lifting, bike riding, kayaking, surfing, canoeing, running, tennis, swimming, horseback riding, yoga, golf, boxing/kick-boxing, wrestling, roller skating, ice-skating, skiing/snowboarding, jump-roping, or anything you can think of that gets the body moving! Make proper arrangements to include all participants in all physical activities, being especially attentive to the needs of participants with disabilities.

JOURNAL PROMPT: What did you learn about yourself today? What connection do you feel between your mind and your body? How does physical activity help you through emotional times in your life?

EVALUATION: Did participants participate in a dance class, an outdoor physical activity, or circuit training exercise? Did the physical activity promote the goals of Girls Only?

RELATED ACTIVITIES: Invite a dance instructor to come to Girls Only to teach a ballet, tap, jazz, modern, hip-hop, or ethnic dance class. Invite an outdoor experience leader to come to Girls Only to lead an outdoor adventure. Invite a trainer or weightlifter to Girls Only to lead a circuit-training workout. Start a Girls Only sports team, outdoor adventure club, or dance group.

Lesson: Yoga Class

ESSENTIAL QUESTION: How can yoga help maintain a healthy body?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants participate in a yoga class.

SUMMARY OF THE ISSUE: Yoga is an ancient practice that helps create a sense of union in the body, mind and spirit. The physical practice of yoga creates a toned and strong body, increases flexibility in the spine which ensures good nerve supply to all parts of the body, improves the respiratory system, energy and vitality, helps to maintain a balanced metabolism, promotes cardio and circulatory health, relieves pain, prevents illness, improves sleep and decreases blood pressure. Yoga helps you release and handle stressful situations more easily, encourages positive thoughts and self-acceptance, improves learning efficiency, increases well-being, decreases and/or eliminates depression, improves mood and memory, builds awareness of your body, your emotions, the world around you and the needs of others, promotes interdependence between mind and body. Yoga is an especially beneficial activity for young people and can be a fun, engaging way to exercise.

MATERIALS:

- Towels or yoga mats, one per person
- Clothes for stretching
- Soothing music
- Stereo

LENGTH OF LESSON: 45 minutes to 1 hour

PROCEDURE:

1. Participants sign in as they enter the room and set up their towels or mats facing the **teacher's mat or in a circle. Have participants change into their comfortable exercise clothes**, take off their shoes, and sit in a comfortable position on their towels or mats.
2. **Introduce the participants to yoga. Explain that yoga means unity which means that we're all doing it together.** Ask them to turn and greet their neighbors with a smile. Explain that yoga is a mixture of stretching, balancing and breathing and it is about relaxing and being strong at the **same time. Explain that everyone has different bodies and everyone's bodies can do different things**; one of the best things about yoga is that it is not about competition so remind **participants they don't have to worry about** doing the yoga poses exactly like their neighbor or the teacher. Remind them that if something hurts, they should stop!
3. Introduce the participants to breathing. Have the students rest their hands on their knees. Explain that breathing is something we **all do, all day long, everyday, to be alive and we don't** really have to think about it. Explain if we do think about breathing, sometimes it can help us relax and feel calmer. Explain that if during the class there is a stretch or a pose that is tricky, they can remember to breathe and it might help with the pose. Have participants take a big breath in and blow it out. Have participants take an even bigger second breath in, hold it in, and then blow it out. Have participants take a third breath in, trying to make noise as they breathe

in, and then blow it out, trying to make noise as they breathe out. Have the students take three more breaths lifting their shoulders up with each breath in.

4. Conduct a yoga class. Some suggestions for poses include: mountain pose, side stretches, **bending forward, warrior pose, tree pose, plank pose, upward facing dog, bow pose, child's pose**, cat and cow stretch, butterfly, leg twists, arm stretches. Make adjustments to participants throughout the class. Remind them to breathe and have fun!

5. At the end of the yoga class have all participants lie on their backs on their towels or mats. Have them shake out their whole bodies to release all the muscles they just worked. To help release the muscles in their faces, direct the **participants to start laughing, even if they don't** feel like laughing, until they hear the signal of a bell or a hand clap to stop. Once settled, have **the participants rest on their backs. Explain that they don't have to think about anything except** what strong, awesome yoginis they are or that they can think about anything they want to. Have them rest with their eyes closed in silence for a few minutes. Gently awake the participants. Have them wiggle their toes and fingers and stretch like they are waking up in the morning. Have them sit up in a comfortable position just like they started.

6. **Explain that "namaste" is a way to say thank you and honor the other people you have** practiced yoga with. Have the participants put their hands together and touch their hands to their forehead as you wish them happy thoughts, have them touch their hands to their lips as you ask them to only say things that are true, and have them touch their hands to their hearts as you wish them love in their hearts. Finish the class by **saying "namaste" and bowing forward.**

7. Ask the participants how they feel and discuss any issues or questions that come up.

8. Remind participants to drink lots of water, and that if their muscles are sore the next day it just means they worked hard in yoga!

JOURNAL PROMPT: What was your favorite thing about the yoga class today? Describe a time when the lessons from yoga (such as: not being competitive, thinking about breathing during something difficult, trying again if you fall down) can be used in your life.

EVALUATION: Did the participants attempt the yoga poses presented? Did they appear to be enjoying the yoga? Did the journal responses indicate the participants appreciated the benefits of yoga?

RELATED ACTIVITIES: Participants can practice yoga poses at home. Participants can teach a friend or family member a yoga pose they learned. Arrange for participants to attend a yoga class in the community.

Lesson: Nutrition and Food

ESSENTIAL QUESTION: What foods can help maintain a healthy body and mind?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants get exposed to various foods; participants analyze the ingredients in common foods; participants practice reading food nutrition labels; participants brainstorm healthy food options.

SUMMARY OF THE ISSUE: Food is necessary to keep the human body functioning. What you eat affects how your body functions, looks, and feels. Healthy foods, or food rich in vitamins, minerals, and other nutrients, help the body grow and maintain well-being. Healthy food choices are essential components of human health and can prevent unwanted weight gain, diabetes, heart disease, and other health problems, which are becoming increasingly common in youth. Facilitating a relationship between young people and their food is an elemental necessity especially when access to fresh food is limited and reliance on processed foods and fast foods is increasing. Also, teaching young girls to have healthy eating habits can help them maintain self-esteem, positive body image, and bodies they are proud of as they confront the challenges of peer judgment and media advertising as they grow up.

MATERIALS:

- Variety of food: fruits, vegetables, breads/grains, nuts, dairy, meat, drinks, desserts, junk food, processed foods (or pictures of a variety of food)
- Food packages: cereal boxes, frozen food bags and boxes, chip bags, drink cartons
- Diagrams of the human body
- Videos or online videos about nutrition and food production
- Paper
- Pens and pencils

LENGTH OF LESSON: 45 minutes to 1 hour

PROCEDURE:

1. Begin by asking participants what they need to stay alive (ex: breath, sleep, food, water). Record their ideas as they give them. Explain your body needs all of these things to stay alive and grow just as a plant or flower needs water, sunlight, and nutrient rich soil to grow.
2. Explain today you will be talking about food. Ask participants to raise their hands if they like food (all hands should be raised!). Explain our bodies need food and the right combination of nutrients to work properly, grow, and have energy. Put simply, putting food into your body is like putting gas into a car. Explain that today you will especially be thinking about how what you eat affects how your body works and feels.
3. Show diagrams of the human body, pointing out or asking participants to identify muscle, bones, blood, organs, and other body parts. Explain each part of your body is made up of small units called cells; the cells in your body can do their jobs when you give them the vitamins, minerals, and other nutrients they need. The food you put into your body affects your hair and nail growth, teeth, breath, how well your brain works, and your bones and muscles. Food gives

you energy to run, play, dance, go to school, talk with your friends, and do all the things you like to do.

4. Remind participants this lesson is not about dieting or making your body look a certain way, but that you are thinking about what kinds of foods will help your body grow and feel strong.

5. Begin a discussion about healthy foods. Hold up a food (or picture of food) and ask participants to tell you if it is healthy or not. Make three piles: healthy, unhealthy, not sure. For example if you held up an avocado or an apple or a loaf of bread, it would go into the healthy pile. **If you held up a MacDonald's burger or a Twinkie or a soda, it would go into the unhealthy pile. If you held up an oatmeal cookie or a burrito or tortilla chips, it might go in the "not sure" pile since it has both healthy and unhealthy qualities. Allow discussion if participants don't agree on which pile a food should go in.**

6. Ask participants to look at the piles. Point out there are lots of healthy foods, lots of unhealthy foods, and lots of food that is somewhere in between. Remind participants you are not simply saying that some foods are good and some foods are bad, but you are thinking about what foods will help your body grow and feel strong. Explain that different foods affect your body differently. If you put fresh fruits and vegetables, whole grains, and nuts, or food filled with lots of vitamins and nutrients into your body, your body will grow, thrive, and feel strong. If you put in fast food and food that is highly processed, or changed so it looks a certain way or so it can stay on the shelf in the store longer, your body will feel sick and weak, even if you feel full. Remind participants this does not mean you should ONLY eat fruits and vegetables and you should NEVER eat junk food, it just means that you should pick healthy options when you can and try to avoid foods that are highly processed and contain hardly any nutrients for your body.

7. Teach participants to read food package labels. Pass around some food packages and have participants find the nutrition label. Explain that the nutrition label gives you information about what nutrients are in the food. Examples of nutrients are vitamins, fat, protein, carbohydrates, and fiber.

8. **Ask: "what does the nutrition label tell you?" Have participants read from the labels and discuss what each element means.** Most labels gives information about serving size, servings per container, percent daily value, and a list of nutrients. Explain that looking at a nutrition label can help you figure out if the food is healthy or not. Explain that if a food is whole and fresh, like a piece of fruit, it probably **won't have a nutrition label.**

9. Show videos or online videos about nutrition and food production. Discuss as necessary.

10. Pass out paper and pens and pencils. Have participants brainstorm and make lists of a variety of healthy snack options. Ideas include: water, beans, nuts, seeds, fresh veggies like carrots or celery sticks, pretzels, low-fat yogurt, crackers, bagels, granola bars, juice, trail mix, fresh fruits like apples, bananas, oranges, grapes, and berries, or dried fruit.

11. Participants can take their lists home to post on the refrigerator or near a food cabinet.

JOURNAL PROMPT: What is your favorite food or meal? Why? Describe this food using creative words.

EVALUATION: Were participants exposed to various healthy foods? Did participants analyze the ingredients in common foods? Did participants learn how to read food package labels? Did participants learn about healthy food options?

RELATED ACTIVITIES: Arrange a field trip to the supermarket. Arrange a field trip to a **farmer's** market. Invite a nutritionist or biologist chef to come speak at Girls Only. Invite a chef to prepare a healthy meal for Girls Only participants. Have participants bring in their favorite foods or recipes to share.

Lesson: Alcohol and Drugs

ESSENTIAL QUESTIONS: How do alcohol and drugs affect our bodies? How can you keep your mind and body safe from alcohol and drugs?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants learn about the physical and psychological effects of alcohol and drugs; participants practice resisting peer pressure; participants learn about positive coping skills and ways to stay sober.

SUMMARY OF THE ISSUE: According to several studies, young people begin experimenting with drugs at ages 12 to 17; considering this reality, drug and alcohol prevention efforts must target **younger children to prevent them from ever using drugs in the first place**. **“A number of findings have shown that adolescent females display unique vulnerabilities that can lead to substance abuse. Furthermore, research reveals that drug abuse has a profound impact on teen girls, both physically and psychologically” (Girls and Drugs 2). Court Appointed Special Advocates (CASA) reports that key risk factors for substance abuse, such as stress, depression, anxiety, physical or sexual abuse, and excessive concerns about weight and appearance, are also key elements by which girls and young women are affected (Girls and Drugs 4).** Drug prevention strategies that are effective include education about the harmful physiological, emotional, and social effects of drugs, engaging young people in school and positive extra-curricular activities, teaching young people healthy coping skills, how to resist peer pressure, to care for their bodies, to value their safety, and to make healthy choices for their future.

MATERIALS:

- Fact sheets about alcohol and drugs
- Photos, videos, and other visuals showing the effects of alcohol and drugs
- Role playing scenarios

LENGTH OF LESSON: 1 to 2 hours

PROCEDURE:

1. Prepare fact sheets about the effects of alcohol and drugs. These fact sheets should include specific effects of specific drugs (examples: alcohol depresses the central nervous system and affects memory ability; tobacco turns the lungs black and causes cancerous cells to grow). Facts and statistics on various drugs are available from many sources and websites.

2. Prepare photos, videos, and other visuals showing the effects of alcohol and drugs. This can include **“The Downward Spiral,” photos of lungs before and after tobacco use**, and videos describing the consequences of drug use. These visual aids are available from many sources and websites. You may want to show a bottle of alcohol, a package of cigarettes, and some prescription drugs.
3. Explain to participants that there are many different kinds of drugs and they can hurt their mind and body. Pass out the fact sheets about the drugs. Lead a discussion about the physical and emotional effects of each drug. Tell participants that both short-term use (trying a drug one time) and long-term use (using a drug a lot of times or becoming addicted) are harmful. Show visuals as aids. Remind participants that their bodies are the only one they get and it is their job to take special care of them.
4. After discussing the negative physiological effects of alcohol and drugs, discuss some social effects. Remind participants that most drugs are illegal and therefore using them, selling, them, or making them will lead them to jail or prison. Tell them that even drugs that are not illegal, like tobacco, alcohol, or prescription drugs, have harmful effects. Using and abusing any kind of **substance that alters your mind or your bodily functions can change your behavior so you don’t have control over yourself and your body, you don’t care about things you used to care about** (ex: family, friends, school, sports), and you may do regretful things you know you would not do if you were not on drugs (ex: hit someone, hurt yourself, hang out with people you know are dangerous, lose friends, stop doing your homework).
5. Now explain that even though they know these negative effects of drugs, some people will try to get them to try drugs or get hooked on drugs. Tell participants that when your friends try to persuade you to do something, even something you feel uncomfortable with, it is called peer pressure. Ask participants to share a time when they have been peer pressured.
6. **Tell them that sometimes it is hard to say “no,” even when you know doing drugs will hurt you or get you in trouble. Some reasons it is difficult to say “no”: you want to “be cool” like your friends, your parents, siblings, or cousins do drugs so it must be okay, you feel sad or mad and you want to cover up those feelings, or you think it will be fun.** Tell them that today they **will practice resisting peer pressure so they won’t be as likely to fall into the traps, especially now that they know how harmful drugs are to their health.**
7. Explain the role playing activity. For every scenario (see sample scenarios below, or come up with your own) have some people peer pressuring someone and others being pressured. Have the whole group brainstorm ideas about what choices can be made and the consequences of those choices. Step in as needed to give suggestions. Have the participants actually say the words to resist the peer pressure to practice. Explain every choice has a consequence (something that happens because of something else), which means that something good could happen or something bad could happen depending on what choice you choose. Ask if there are any questions.
8. Ask for volunteers or choose participants to be the actors.
9. After role-playing, have participants brainstorm alternative activities to doing drugs. Ideas include: play sports, write a story, read a book, listen to music, make music, dance, talk on the phone, talk on the internet, learn a new hobby, spend time with your family, do your homework, play a board game, take a walk, do work in your community, draw or do an art

project, go see a movie, clean your room, learn how to cook your favorite meal, and tons more!
Record participants' ideas as they brainstorm.

Scenarios with scripting:

Scenario #1: "be cool"—Joseph and Sam offer you a cigarette. They tell you it will make you look cool and it will make Jeremy, the boy you have a crush on, like you. (Choices: take the cigarette→you feel sick, you feel scared, you get in trouble because it is illegal to smoke if you are under 18 years old, your friends get in trouble, you forget to do your homework OR you say **"no thank you, I know cigarettes will make me smell bad and will give me a bad cough. If Jeremy doesn't like me because I don't smoke then I don't want to hang out with him anyways"** →you go hang with different friends and have a good time, you finish your homework and get a good grade, you eat dinner with your family, you feel healthy and you don't get in trouble)

Scenario #2: "it will help you forget"—Your sister offers you a beer and tells you it will help you forget how sad you feel that dad called you a mean name. (Choices: drink the beer →you feel sick, you don't forget how sad you feel, you get in trouble because it is illegal to drink if you are under 21, you forget to do your homework, you get in a fight with your sister because you are both not thinking straight OR you say **"no thank you, I know alcohol will not help me feel better"** →you write in your journal about your feelings, you go for a walk outside, you talk to someone about how you feel, you don't feel sick, you don't get in trouble, you and your sister hang out together)

Scenario #3: "it will be fun"—You are hanging out with your soccer team after a game. The team captain offers everyone in the group some pills that will help the team relax after the big game. The team captain says that everyone should take the pill so they can all have fun together. (Choices: take the pill→you feel sick, you fall asleep and forget to call your parents to pick you up, you get in trouble because the pills were stolen from someone's parent's medicine cabinet, you don't have fun OR you say **"no thank you, I don't know what that pill will do to me, maybe we can all get some ice cream or watch a movie to relax as a team"** →you feel proud of how you played in the game, you call your parents to pick you up and you have a delicious family meal, you don't feel sick, you don't get in trouble)

JOURNAL PROMPT: Have you ever been around alcohol or drugs? Have you ever tried alcohol or drugs? Why did you try them? What are five things you can do instead of alcohol or drugs?

EVALUATION: Were participants exposed to the health risks of alcohol and drugs? Did participants practice resisting peer pressure? Were participants given alternatives to alcohol and drugs?

RELATED ACTIVITIES: Invite a nurse, doctor, or trained alcohol and drug counselor to speak to Girls Only about alcohol or drug use or abuse. Arrange for a field trip to a morgue or hospital to see the negative effects of alcohol and drugs abuse first hand.

Lesson: Puberty and Human Sexuality

ESSENTIAL QUESTIONS: How do our bodies change as we grow up? How will you keep your body and mind safe as you grow up?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants learn about puberty, menstruation, hygiene, and human sexuality.

SUMMARY OF THE ISSUE: Comprehensive sex education is a key strategy to lowering rates of teen pregnancy and STDs, as well as providing girls with positive, pro-social alternatives to sexual activity. It is imperative this education is presented to girls even as young as 8 to 12, which is ideally prior to their becoming sexually active. For girls ages 8 to 12, knowing what is going on in their bodies can help them face the challenges of puberty and help them retain self-esteem, lowering the risk of drug use, gang involvement, and unsafe sex practices. Remember, young people learn about it from their peers and the media and what they learn may not be accurate. Although rates of teen pregnancy are going down overall, the number of pregnancies **among young women is still too high. The National Latino Research Center (NLRC) reports, “the incidence of pregnancy among teenage girls is considered a serious societal problem in the United States due to the economic and health issues associated with early parenting” (NLRC 1).** Although rates of pregnancy among girls ages 8 to 12 are low in general, preventing girls from becoming pregnant as teenagers requires that preventative education efforts target younger girls. Girls who have children as teenagers are less likely to complete high school or further their education and are more likely to live in poverty than their peers. Similarly, children of teen mothers have an increased risk of health complications and are more likely to live in poverty than other children (NLRC 1). Even if a young girl plans to become pregnant—as opposed to becoming pregnant by accident or as a result of being raped—a girl who becomes pregnant at a young age may do so to get attention, to please an abusive partner, or to feel loved by someone; considering the lifelong consequences of having a child, these are not encouraging rationales to risk the economic and health issues associated with early parenting. Also, pimping and commercial sexual exploitation are continuing problems and can be prevented with education. For this lesson, age appropriateness is key. NOTE: For this lesson, it may be necessary to supply additional permission slips. Divide participants according to age to best address their maturity level and tailor the lesson to be age appropriate. Invite parents/guardians to join Girls Only for this lesson.

MATERIALS:

- White board or large paper
- Charts, diagrams, and models about puberty, hygiene, and menstruation
- Pads, tampons, panty liners, and other menstruation products
- Diagrams and models of human sexual organs

- Small pieces of paper
- Pens and pencils

LENGTH OF LESSON: 2 sessions, 1 to 2 hours

PROCEDURE:

Day 1

1. Begin by explaining that today participants will be learning about their bodies and how their bodies and minds change as they grow up. Have participants sit in a circle.

2. Set some ground rules. Remind participants to respect each other so everyone feels comfortable. Explain that participants should not share personal stories or questions in class, but they can always ask questions after class. Explain that they are not in class to discuss how to have sex; if a participant wants to ask a question about how to put on a condom or how people get STDs that is okay. Explain that this lesson will be about human sexual behavior, not animal behavior and they should not ask about animals. Tell participants that they will have a chance to ask questions and if they have questions about anything you have talked about to ask their parents/guardians, teachers, or a school nurse.

3. Begin a discussion about puberty by asking participants: Have you noticed anything different about your body? How are you different than when you were 5 years old? Do you feel any **different? Explain that puberty is the time in a person's life when a child develops into an adult.** Explain that maturing takes many years and although everyone goes through puberty, some people can begin the process early and some can begin later. Ask for examples of what takes place during puberty. Record ideas as participants give them. Some examples include: growth spurts, increase in sweat and oil glands sometimes causing pimples and body odor, breast development, hips widen, more body fat, voice deepens, and more body hair grows, including underarms and pubic hair. Show charts, diagrams, and models as appropriate.

4. Begin a discussion about hygiene by asking participants: What does hygiene mean? How do we practice good hygiene? Record ideas as participants give them. Some examples include: shower or bathe, brush teeth, wash hair, change pad/tampon regularly, remove sweaty or wet clothing promptly, wear clean clothes, change underwear and socks daily, wear deodorant, and wash face. Ask participants: why is it important to practice good hygiene? Stress the importance of understanding what your body feels and looks like when it is healthy, so you can know what unhealthy might feel or look like. Show charts, diagrams, and models as appropriate.

5. Begin a discussion about menstruation by asking participants: What is menstruation? What are other terms you have heard for menstruation (ex: period, flow, etc)? Explain that a female gets her first period about two to two-and-a-half years after breasts begin to develop; this can happen as early as 9 or 10 but usually around 12 or 13. About six months before a girl gets her period she might notice a clear discharge. Show charts, diagrams, and models as appropriate to explain menstruation. Explain that usually once a month, a female releases an egg from one of her ovaries. This is called ovulation. Ovulation happens about 2 weeks before a woman gets her period (if a sperm does not fertilize the egg). The egg will release into the fallopian tube. If sperm is present, it could fertilize the egg, and the fertilized egg could implant in the uterus and

continue into a pregnancy. If the egg is not fertilized, it is absorbed into the body and the body **will shed (release) the lining of the uterus; this is menstruation or “getting a period.”** The lining of the uterus was building up in case a fertilized egg was going to implant there, but since it is not needed, the body releases the fluid and tissue. Sometimes this looks like blood, and sometimes it can just look like discharge, fluids, and tissue. This is normal. The uterus contracts like a muscle to release the lining, which is why females can experience cramps or pain in the abdomen. Cramps may feel like a stomachache, but the uterus and the stomach are completely **separate organs. Remind participants that it’s very important to know how their body and fluids** smell and look on a regular basis so if something seems strange or out of the ordinary, they can **get it checked at a health center or doctor’s office. Explain that a complete cycle is 21 to 36** days but that for the first few years it may be irregular and usually skip in the beginning. A period can last from two to seven days and there will be four to six tablespoons of flow over the two to seven day span. Describe some other elements that may come along with the period. Women may experience cramps, or dull, achy, sometimes sharp pain in lower abdomen, back, or thighs; PMS, or feeling irritated, sad, or emotional during the days before your period starts; and pimples due to an increase in sweat and oil glands and hormone changes.

6. Give a demonstration of pads, tampons, panty liners, and other menstrual products, explaining that once you begin menstruating you will need something to absorb the blood. Remind participants that periods do not make them gross or weird and that periods should not get in the way of enjoying life and having fun.
7. If parents/guardians are present, ask them to share their experience having their period for the first time.
8. Hand out small pieces of paper. Give time for participants to write anonymous questions about anything related to what they learned today. Read the questions aloud and respond the best you can.
9. Remind participants that growing up is an exciting time but it can be confusing. Remind participants you are there to answer any questions they may have.

PROCEDURE

Day 2

10. Begin by explaining that today you **will be talking about sexuality. Write “sexuality” on the board.** Ask participants what they know about sexuality. Elicit responses from the class before giving the definition below. Explain that sexuality is a natural, lifelong part of every human. Explain that all people have sexuality and express it differently throughout their lives. Human sexuality includes the way people express their gender and sexual orientation and the physical and emotional ways that people express love and affection.
11. Explain there are four parts of sexuality: bodies, feelings, values, and behaviors. Write each part on the board.
12. Explain that one part of sexuality involves our bodies. Our biological sex includes the physical characteristics that make someone male and female. For example, a female is typically born with a vagina and ovaries and a male is typically born with a penis and testicles. Show diagrams and models of sexual organs.

13. Explain that another part of sexuality includes our feelings. Explain that we have feelings towards ourselves, such as our self-esteem, which means having pride in yourself, and our body image, which means how you feel about your body. Explain that we also might have feelings toward other people.

14. **Ask participants: “What are some reasons why people like other people?”** Examples include: the person is funny, cute, smart, etc. Explain that sexual orientation means which sex a person is attracted to: heterosexual means you are attracted to the opposite sex, gay/lesbian means you are attracted to the same sex, bisexual means you are attracted to both sexes. Remind participants that people can also be unsure about or questioning their sexuality and that is okay.

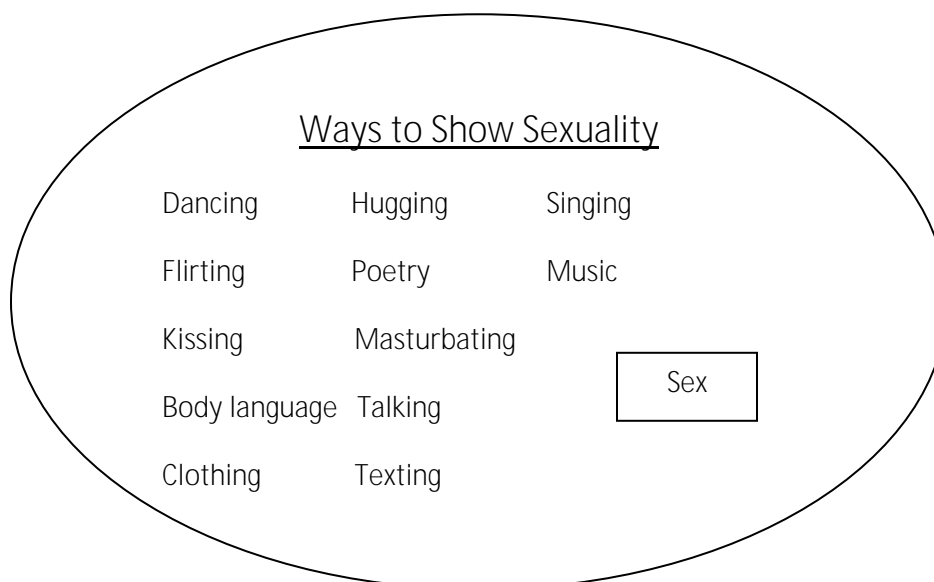
15. Explain that another part of sexuality includes our values. Explain that values are our beliefs and they help us make decisions according to what we think is right. An example might be a person values honesty, or always telling the truth. Explain that like the rest of our life, how we express sexuality is influenced by our values.

16. **Ask participants: “Where do people get their values?”** People get their values from family, religion, and personal experiences.

17. Explain that the fourth part of sexuality involves behaviors. On the board, draw an arrow from “Bodies,” “Feelings,” and “Values” to “Behaviors.” Explain that a person’s values, body, and feelings influence his/her behavior. Behaviors are actions and decisions. For example, if a person values honesty, they will behave by trying to be honest with others in their relationships. Explain there are actions and decisions we make to express our sexuality.

18. Begin a discussion about ways to express sexuality. Record responses as participants give them. Answer questions as necessary.

- How might people choose to show romantic feelings for someone?
- What are some ways people can express their sexuality?
- If two people like each other, how might they show it?
- How do people express how they feel about their bodies?
- How do people know they are attracted to someone?



19. Define masturbation as “touching one’s body for sexual pleasure.” If a participant mentions “sexting,” define it as “when a person sends a nude or semi-nude photo over a phone or instant message.” When “sex” is mentioned as a way of expressing sexuality, separate it from the list, and wait to discuss it. After listing the many ways a person can express their sexuality, draw a large circle around the entire brainstorm and a smaller circle around “sex.” Explain that sex is one way to express sexuality. Ask: “Do people have to have sex to express their sexuality?” Remind participants there are many different ways to express sexuality, that sexuality is something that every person has all their life, and that having sex is just one way to express sexuality.

JOURNAL PROMPT: Who is someone you trust and can you talk with about puberty and sexuality as you grow up? Why do you feel comfortable talking with this person?

EVALUATION: Did participants learn about puberty, menstruation, hygiene, and human sexuality? Were participants given time to ask questions?

RELATED ACTIVITIES: Invite a trained health professional to speak at Girls Only about pregnancy, sexually transmitted diseases, safe sex practices, and abstinence.